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ABSTRACT

On June 29, 1993, a Senate Task Force on School Violence hearing was held at the California State capitol. The hearing examined the issues of violence on school campuses. Victims of campus crime, relatives of murdered students, administrators, law enforcers involved in campus safety, and students who themselves committed crimes in school spoke at the hearing. Witnesses at the hearing made a number of recommendations on how to decrease the number of violent incidences on campus. Issues of gang involvement in the rise of campus crime, the effects that growing up in a dysfunctional family have on a child's propensity to become violent, what teachers can do to instill antidrug and anticrime sentiment in students, and why blame for rising crime in suburban schools is being placed on busing were all discussed at the hearing. Witnesses endorsed various security measures to ensure students' safety. A district hearings officer summed up the feelings of most at the hearing, saying that crime in schools is a product of today's society and can only be decreased by large societal changes. (KDP)

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TABLE OF CONTENTS

LETTER OF TRANSMITTAL .....

LIST OF WITNESSES .....

TRANSCRIPT OF TESTIMONY .....

I. Opening Statement 1

II. Violence on and off Campus 2

III. School Violence is it a Gang Issue 14

IV. Violence in the Classroom 32

V. Truancy & Expulsions 43

VI. Closing Remarks 48

SACRAMENTO OFFICE
STATE CAPITOL
SACRAMENTO, CA 95814
(916) 445-2104

DISTRICT OFFICE
ONE MANCHESTER BOULEVARD
SUITE 401
INGLEWOOD, CA 90301
(310) 412-0393

California State Senate

SENATOR
TERESA P. HUGHES
TWENTY-FIFTH SENATORIAL DISTRICT

COMMITTEES

CHAIR PUBLIC EMPLOYMENT AND RETIREMENT

ENERGY AND PUBLIC UTILITIES

GOVERNMENTAL ORGANIZATION

HEALTH AND HUMAN SERVICES

LOCAL GOVERNMENT

CHAIR SELECT COMMITTEE ON TEENAGE PREGNANCY

SELECT COMMITTEE ON WOMEN IN THE WORKFORCE

July 26, 1993

Honorable David Roberti
President Pro Tempore of the Senate
State Capitol, Room 205
Sacramento, CA 95814

Dear Senator Roberti:

The attached documents represent the testimony and materials presented at the Senate Task Force on School Violence hearing held at the state capitol on June 29, 1993.

The hearing examined the issues of violence on school campuses.

Witnesses at the hearing made a number of recommendations that will help shape solutions to the violence in schools.

I am confident that the Legislature will find this information useful as it formulates the goals of The Senate Task Force on School Violence.

Additional copies of this publication may be purchased for $5.39 including tax. Please make checks payable to Senate Rules Committee and send your requests to Senate Publications: 1020 N. Street, Room B53, Sacramento, CA 95814.

Sincerely,

Teresa P. Hughes

Teresa P. Hughes
Member of the Senate
Chair, The Senate Task Force on School Violence
Members: Senator Bergeson, Senator Hart,
Senator Roberti & Senator Watson

SACRAMENTO OFFICE
STATE CAPITOL
SACRAMENTO, CA 95814
(916) 445-2104

DISTRICT OFFICE
ONE MANCHESTER BOULEVARD
SUITE 401
INGLEWOOD, CA 90301
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TASK FORCE ON SCHOOL VIOLENCE HEARING

AGENDA

HOW SAFE ARE OUR CHILDREN?
JUNE 29, 1993
9:30 a.m. to 12:00 p.m.

OPENING STATEMENT
Senator Teresa Hughes (Chair)

VIOLENCE ON AND OFF CAMPUS
Teachers & Kids, victims of the violence speak out about the dangers.

Eddie Hicks, Student
Lindhurst High School
Rich Valentini, Instructor
Lindhurst High School
Bernardo Rojas, Student
Hiram Johnson High School

SCHOOL VIOLENCE-IS IT A GANG ISSUE?

Marcus, Manual & Chris
Youth Guidance Connection
Don Northcross, Deputy Sheriff
Sacramento Sheriff's Department
Ralph Coyle, Sergeant
Sacramento Police Dept. (Gang Unit)
Roy Johnson, Board of Director
California Teachers Association
Lola Gomez, Community Contact Liaison
Grant Joint Unified School District

VIOLENCE IN THE CLASSROOM!
School personnel, how is the violence affecting them?

Steve Araajo, State President
California School Employees Association
John Schnobel, Instructor
Lindhurst High School
Dan Ortero, Instructor
Mira Loma High School

Truancy & Expulsions
Dealing with troubled kids

David Neves, Director, Child Welfare & Attendance
Elk Grove Unified School District
James Rucker, District Hearing Officer
Sacramento City Unified School District

CLOSING COMMENTS BY TASK FORCE

CHAIRWOMAN SENATOR TERESA HUGHES: This is the second hearing of the Senate Task Force on School Violence. Our first hearing was held in the city of Los Angeles and we are holding this hearing here to hopefully attract more people from all over the state. It is unfortunate that we have to continue to have hearings on this problem because it is a long ways from being resolved. We are here in an effort to save our children. The community school is no longer a haven of security. Violence is a serious threat to education and to the lives of our children.

According to the FBI at least 3 million thefts and violent crimes occur in or near school campuses each and every day. That's about 16,000 incidents every day, one every six seconds.

The severity of school violence varies from school to school and district to district and from city to city. It is incorrect for anyone to think that the issue of school violence is one that plagues only inner city schools. This is a problem which has affected schools all over the state and certainly all over the nation, from Salinas to Fresno, to Los Angeles, schools are struggling to protect our children as well as school staffs. And the Task Force on School Violence was created to study and conduct research on issues concerning school violence, its eradication, prevention and the development of a safe school environment.

Here with me today are individuals and organizations who have been directly affected by this type of violence. I would like to begin with Eddie Hicks, a student who was held hostage during the Lindhurst High School incident. Eddie, would you please come forward? And we want to thank you very much for being willing to be a participant today.

MR. EDDIE HICKS: Good morning.

CHAIRWOMAN HUGHES: Good morning.

MR. HICKS: My name is Eddie Hicks and I am a student at Lindhurst High School in Olivehurst, California. On May 1st, 1992 I was in Building C with several other students. It was a little after 2:00 and all of a sudden we heard loud booms. I thought it was firecrackers, as did my classmates, until I saw part of our ceiling fall down. We all jumped on the floor and seconds later saw a man walk by our room with a gun. Then he took us captive. We

all knew he had already shot several people and probably killed some of them.

CHAIRWOMAN HUGHES: How old was he? Do you have any idea?

MR. HICKS: He was in his mid-twenties. There were about 36 kids in the room at first. The gunman sent some of them out to bring in more hostages until there were about 80 of us. Most of us had a chance to escape but we didn't try because the gunman told us, "If you do not return I will shoot your friend." I personally was his prisoner for over eight hours and on several occasions he held the gun to my head and threatened to kill me.

CHAIRWOMAN HUGHES: Where were you at the moment that he approached you? Physically, where were you in the building on the campus at that time?

MR. HICKS: I was in Building C, Room 204B.

CHAIRWOMAN HUGHES: In a classroom?

MR. HICKS: In a classroom.

CHAIRWOMAN HUGHES: Where was the rest of the class?

MR. HICKS: They were in the classroom with me, panicked and laying on the floor.

CHAIRWOMAN HUGHES: Why do you think he picked on you?

MR. HICKS: Well, I was the closest one to him. I was sitting by the podium and the other students were against the wall.

CHAIRWOMAN HUGHES: About how many students were in the classroom at the time, approximately?

MR. HICKS: Oh, at first there were 36 and then it gradually increased to about a maximum of about 80.

CHAIRWOMAN HUGHES: It increased. Well, how did they, they just came into the classroom?

MR. HICKS: No. He picked out, you know, he made the kids go look in the building and bring back other people and if they didn't he threatened to kill them.

CHAIRWOMAN HUGHES: He actually deployed students to find other students to become hostages?

MR. HICKS: Yes, he did. I was one of the last students released before he finally was talked into surrendering. Eight months have passed since that painful day and the tiny town of Olivehurst has had time to heal. The community has really come together to support people who were physically and emotionally affected. Lindhurst High School was very fortunate to have the help of many community support groups on our campus, including one called Victim Witness. The school has had numerous activities through the Lindhurst Relief

Fund. We were planning a big memorial reunion on May 1st, which we did. It was a real big success.

CHAIRWOMAN HUGHES: Eddie, not to interrupt you, I would like for the other folks from Lindhurst to come up now. Rich Valentini, the instructor from Lindhurst and Bernardo Rojas, a student at Hiram Johnson High School. Yeah, would you take seats down here. All of you sit down here. All right.

MR. HICKS: And, on May 1st we set up our memorials on park benches and everything and everybody really came together and I personally think our community is a lot closer since this event now and we will overcome this (INAUDIBLE) memory.

CHAIRWOMAN HUGHES: What positive things have happened that you have a feeling that the community is closer?

MR. HICKS: Well, people have come together, you know, I mean they've put aside past personal problems to come together because it didn't affect just one person. I mean, it wasn't prejudiced. It affected all races and groups and really just hurt the whole town and community. And people could see that and just come together.

CHAIRWOMAN HUGHES: Have you lived in this town all of your life?

MR. HICKS: I don't live in Olivehurst. I go to, I live in Marysville, but I go to Lindhurst (INAUDIBLE).

CHAIRWOMAN HUGHES: All right. Mr. Valentini.

MR. RICHARD VALENTINI: My name is Rich Valentini. I am a teacher at Lindhurst High School in Olivehurst, about 40 miles north of Sacramento here. I am a special education teacher teaching reading, English and math.

Since Eddie and I spoke last in January at the NEA news conference in Washington, D.C., on violence in the schools I have seen more and more attention given to this subject. It was odd, though, that newspapers carried reports of this news conference Eddie and I attended, except our own local newspaper, the (INAUDIBLE) Democrat, didn't find it newsworthy enough. Evidently, some people still don't think this is a serious problem. Even Ted Turner, who spoke on this subject before Congress last Friday, said that the multitude of violence on TV, at the movies, violence through other entertainment forms, is having a detrimental effect on our nation as well as its children in our schools.

I guess lately I hear so much talk, that's all that I see what is happening, is talking. What should be done? The violence in the media, TV, movies, recording, should, I think, be limited or controlled. The sale of guns should

be restricted as much as possible, even more than the Brady Bill. Drug and current gun laws should be strictly enforced. Look at our society at this present time. We are in a recession. We have a high rate of dysfunctional families, a high teenage pregnancy rate, gangs and a higher education system that seems to be slowly eroding here in California. If you combine all this with easy access to guns and drugs and violence on most TV channels, you have lit a fuse waiting to explode.

Currently, people seem to be demanding more from the media. The ultra-violent movies we see are losing favor while more and more PG rated movies are expanding. I believe that part of the recent exodus from California isn't just economical. It is also because we live in such a violent state. We are all seeking a safe environment, students and schools.

Now, I'll give you a brief overview of what occurred in my own school, Lindhurst High, and what CTA is currently doing about it. On May 1, 1992 a gunman, a former student who blamed his problems on a failing grade he received three years earlier, began an attack, a siege and hostage situation at my school. He killed the teacher who failed him as well as three students. He left eight other students and one other teacher wounded. At one point he held 80 students hostage. This senseless act of terrorism showed that violence can occur anywhere, not just in the urban school settings that we have come to read so much about. The tragedy affected everyone in our racially mixed school in our community. Three whites and one black were killed and among those held hostage during the eight and one half hour siege were a number of Hispanic and Hmong students.

This and other acts of violence on school campuses has led the California State Credentialing Department to consider offering a course on violence in the schools for student teachers and I think this should happen. This would enable them to better understand student's behaviors, let them be alert to signs of gang activity and to handle crisis situations, hopefully, if they should occur. The California Teachers Association has formed a task force on crisis management of traumatic events with seventeen trainers who are able to assist local consultants in the system wherever possible.

My only hope is that some good can come out of the deaths of these four people whose lives and dreams will forever remain unfilled, that somehow by my coming here on behalf of the California Teachers Association and the Marysville Unified Teachers Association, representing my high school and our community that we live in, we can help somehow prevent these events that keep

recurring in our increasingly violent society to make our schools again a safe haven as they once were. Thank you.

CHAIRWOMAN HUGHES: Do you have a fear now as you execute your duty as a good teacher, of failing any students because maybe sometime in the future that student will come and get you?

MR. VALENTINI: No, I don't. I think that's part of our job and I think it's part of the student's growing up and facing responsibility. What I do think, though, is that I am a lot more leery of things around me than I was before. I make sure I know who is coming in and coming out. I record in my mind faces a lot more and I am much more careful about what I do and where I go. I don't really have a fear on my campus but I am much...

CHAIRWOMAN HUGHES: What do you mean when you say you are more careful?

MR. VALENTINI: Well, I'm much more aware of my surroundings, I guess, than I was before. You know, we think of school as a safe haven for everything and we don't think that some gunman is going to come in and start shooting our students. So, I'm much more aware of the surroundings than I was before, I think. I think I had more of a relaxed attitude before. And, not that I am afraid of my school. I'm not, but just that I'm more aware of what's going on, the people that are coming and going.

CHAIRWOMAN HUGHES: What was done on your campus to make it a safer campus to prohibit someone from coming in and doing the kind of thing that he did?

MR. VALENTINI: Well, we now have people at the gate and stuff that come and go with stickers on their cars and things like this. We have people that are walking around the campus and things like that.

CHAIRWOMAN HUGHES: So that you did develop a better security system on your campus.

MR. VALENTINI: Right. We did. Yes, that's correct.

CHAIRWOMAN HUGHES: Did you want to leave the school? Did you want to be transferred? Did you want to run away?

MR. VALENTINI: No, if anything else, I wanted to stay because I knew the students needed (INAUDIBLE) and the other teachers needed (INAUDIBLE) and that just didn't enter my mind at all.

CHAIRWOMAN HUGHES: Eddie, when you become a parent are you going to have some fear? What are you going to tell your children in terms of how should they feel about being on a campus with other students? Are you going to tell them about what happened to you when you were in high school to prepare them

for how, what would you have done differently?

MR. HICKS: Well, when I'm a parent, I mean, you're going to worry about your kids, I mean, because everybody does. But, you know, I'll just tell them that school has always been safe, there are just radical incidents happening now and then but that's why we're here trying to put a stop to this. I'm sure it will be a lot safer by the time I'm a parent.

CHAIRWOMAN HUGHES: Thank you very much. Thank you both for coming.

MR. VALENTINI: Thank you.

CHAIRWOMAN HUGHES: All right. Now, we would like to hear from Mrs. Margaret Ensley, a parent who testified for us in Los Angeles and who is kind enough to be with us today. She lost her son at Reseda High School. We are very delighted that she could be with us once again. Maybe she can update us on those events. Some of the members of our audience were not with us, Mrs. Ensley, at the time you testified in Los Angeles, so if you would like to briefly run through this, we appreciate you coming forward again. Push the button.

MRS. MARGARET ENSLEY: Good morning.

CHAIRWOMAN HUGHES: Good morning.

MRS. ENSLEY: And, I'm so happy to be here this morning. As you can see, I did leave Los Angeles to follow you around to be like your shadow for awhile. I am very much concerned with the safety in our schools and, as you alluded to earlier, I am a grieving parent of a 17 year old student who was murdered on campus as he traveled from one class to another. This crime, of course, raised quite a number of awareness, if you will, throughout the nation and since that time I have received numerous calls, numerous letters, from mothers throughout the United States, as well as teachers, who are very, very much concerned with what's going on within our school systems today. This has prompted me as a parent to try and organize other parents like myself, and the organization is called Mothers Against Violence in the Schools. As a result of starting that organization I have received numerous calls from students as well as teachers, concerned with the security issue in our schools that we face today. And, I will work very hard with you, Ms. Hughes, in any capacity that you deem necessary to help us get this particular problem under control. So, feel free to use me as you will.

Some of the things that I have, as I sat in the audience a little bit ago and I was looking at your pamphlet that you put together which is quite nice and some of the things that parents can do to help curtail some of the vio-

lence in the schools and the students can do. But, what I did not see and what I would like to see is what are the schools themselves going to do. What is their commitment to our children? And, I think, just as you have bulleted those items on here, that that also should be a part of this particular pamphlet. We need to know where the responsibility lies within our school system because once I sent my son to school thinking that he was in a safe environment, only three hours after I had released him to the school's care to get that call that has forever changed my life as a whole. My son dead, murdered, on campus, as he went from one class to another. So, certainly, my concern is one of great concern for the loss of my only son.

You gave some great statistics just a little bit ago about the number of kids that are hurt, maimed or murdered within the schools on a given day. What I would like to see, and I don't know how it can be arranged, but I personally would like to see that these students that bring excess baggage to the school, they come there with crime infested backgrounds - which was so the case in the guy that murdered my son. He had been suspended. He had a record. He had two counts of battery. He should not have even been on campus. So, that's why I say, when you do this pamphlet, since he was not supposed to be on campus, who then is responsible for ensuring that he does not set foot on that campus? Okay. Is it the school? I can't afford to have a private body guard take my child around as the President's. So, I would say that it does fall back in the school official's hands. I would like to see these children removed from a normal environment so that those children that are trying to get their education would be able to do so without being adversely affected by these children that would ask as cancerous agents in bringing them into a crime ridden environment.

I would also like to see us utilize our psychologists more in our school system because, there again, with the children thrown into an environment with other children we certainly see a need for psychiatric counseling and that attention should be utmost in the minds of school officials.

Metal detectors - while they are not the sole solution to the problems that are happening in the schools, I certainly feel they are a deterrent in many cases. Had one been used, perhaps the day that my son was murdered, he might be standing here with me today.

I would also like to stop operating under the camouflage that it doesn't happen to me. What doesn't happen to our schools. And I think that oftentimes may of the schools go along with the fact that, oh, we don't have that

kind of violence. This is an inner city school problem. Which was touched on when my son, bussed to an outlying area, that was one of the statements that came out of some of the teacher's mouths. They just said we don't have this problem out here. This was a bussed in problem. That is not a true statement. I taught my son values. He knew the difference between what was right and what was wrong. It was just unfortunate that he was not protected as he went to the school.

I would also like to...

CHAIRWOMAN HUGHES: Was the implication that if your son had not come from the outlying community, had he not been bussed in, that this violence would not have occurred?

MRS. ENSLEY: That was the implication. And the reason I say that, my son was raised in South Central Los Angeles which, of course, has the, if you will, the reputation of being the hub of violence in the inner city. Okay. My son came from an average American family that pays taxes, does their civic duty. I work every day. I'm a single parent. So I raised him to the best of my ability. He knew the difference between what was right and wrong and he had compassion for life and others. So, therefore, I extend that, he never should have died on campus. Okay?

I'd like to see funds appropriated for safety in schools. I do know that according to the state mandate that children are supposed to go to school in a safe environment, since my son's death I've done some extensive reading and studying and I don't see where enough funds are being allocated specifically for safety of our children. I'd also like to ensure that the laws that are affecting these juvenile delinquents are put as priority as well because a lot of times if children know that their punishment will be a slap on the wrist, they will get off, they won't do any time, then they are more inclined to do more devious types of behavior. And I think we need to zero in on a lot of those laws that affect the juvenile delinquents today.

And also, troubled youth, this particular individual that murdered my son was extremely troubled. He was going to be removed from his home environment and placed in foster care. He came to that school with a number of infractions like battery. He also was a runaway.

CHAIRWOMAN HUGHES: Was your son friendly with him?

MRS. ENSLEY: My son did not know the individual. At the trial if the judge posed a question to the perpetrator, did you know Mr. Ensley, he said no, I had seen him on campus. The reason, Mrs. Hughes, that came out in that

trial as the reason that my son is dead today is because he looked at the young man funny.

CHAIRWOMAN HUGHES: What does that mean, looked funny?

MRS. ENSLEY: That's exactly what I asked. I mean, I became completely distraught and unglued. He looked as if he wanted a piece of me was the statement that the boy made, as if the look my son gave him told him, well, come on, let's fight. My son had just completed his first class, his homework. Everything was in his bookbag. So, to look at someone and say the reason you murdered me was because you looked at me funny, he just walked up to my son, pulled a gun out and fired.

CHAIRWOMAN HUGHES: Do you think he was on drugs or anything like that?

MRS. ENSLEY: I do not think he was on drugs. I think he was a misguided individual that had not been diagnosed properly and was not given adequate psychological counseling and I don't think this child was monitored to a point where he could be successful in an average school environment. You see, there was no reason, if he were suspended from school, there was no reason for him to be on that campus.

CHAIRWOMAN HUGHES: Was he also from another community, or was he from the community of Reseda?

MRS. ENSLEY: I believe he was from another community, as well. But, what I'm saying is this, if a child comes to a school with excess baggage where we know there are some psychological problems, where we know that there are problems facing this child that perhaps he is not able to handle and also the teachers at the school are not equipped to handle, then we need to do one of two things. We need to remove this individual from a normal school environment, place him in a school where he can get adequate counseling, where he can get the attention that he needs to abort those type of devious behaviors. He wasn't given that. He was transferred in and able to work through the mainstream of a normal school environment and, thus, murder my son unbeknownst to any other official at that school. And, that's where I have the biggest problem. Who is going to speak for my son? Why wasn't he able to go from one class to another, complete his education and graduate. Tonight would have been his graduation. I must go and accept his diploma posthumously because he is not there to do that and I can't tell you the pain that that has caused my family and I think it is inexcusable and I think that you are doing the right thing. I applaud you wholeheartedly in getting this task force going. And, that's why I say if Mothers Against Violence in the Schools can

assist you in any way, feel free to call on us and we will be at your disposal because I am receiving calls from parents, from teachers, from psychologists and from people throughout the United States too are concerned with this most heinous stain of crime in our schools. So, I applaud you.

CHAIRWOMAN HUGHES: Thank you very much. I know it must be extremely painful for you to continue to appear in public, to relive the trauma and the loss of your son and you are a very strong and courageous lady to come forth. We are holding these hearings in a desperate effort to find some solutions to the problems. The suggestion that you gave us regarding the schools and what should be in that brochure will be something that we will certainly get busy working on because everybody involved in this needs additional guidance in terms of learning what their level of responsibility is. I thank you so very much.

MRS. ENSLEY: I also wanted to just mention very quickly, since my son's death there have been four other children shot that went to that Reseda High School environment.

CHAIRWOMAN HUGHES: In the school, on the campus?

MRS. ENSLEY: No, they (INAUDIBLE) the school. They were students at the school which only gives kind of testimony to the fact that this is an urgent problem.

CHAIRWOMAN HUGHES: All right. Were they shot on the school campus?

MRS. ENSLEY: They were not shot on campus but they were a part of, they went to that school. No. Whether something at school spilled over onto after school or on or going to or from school, I am not sure of that so I don't want to testify to that. But, it's just the idea that these are students that are losing their lives and we need to get to the bottom of that.

CHAIRWOMAN HUGHES: These other students that were shot, were they also students who were bussed in to that school from another community?

MRS. ENSLEY: No, I believe these were children that were in fact from the community. One person, one girl, did succumb. She died. The other two were shot. Two sisters were shot. So, that, of course is of great concern to me.

CHAIRWOMAN HUGHES: So, it's not just restricted to males. It is also females who are included.

MRS. ENSLEY: There is no restriction. There is no restriction on area or anything because, as I said, Michael was bussed in from South Central. We hear about it. It is very commonplace there.

CHAIRWOMAN HUGHES: All right. Did it have any racial overtones or these other...

MRS. ENSLEY: No, not to my knowledge.

CHAIRWOMAN HUGHES: It was indiscriminate. All right.

MRS. ENSLEY: Also, I have my attorney here, Ronald Griggs. He has a couple of points that he would like to make and I would appreciate it if you would let him.

CHAIRWOMAN HUGHES: All right. Mr. Griggs. I am happy to announce that we have just been joined by my colleague, Senator Diane Watson. All right. Would you go right ahead.

MR. RONALD GRIGGS: Thank you, Senator. First of all, I think it's important that we understand, I think, that the problem fundamentally is one of priorities. We have seen a practice in the past of citing very heinous statistics as to school violence. Mrs. Ensley is certainly a testimony to the fact that there is violence and there is a problem in the schools. Moving beyond the solution, what do we do? After attending the last hearing which was conducted in Los Angeles, Senator, it seems that it is a two step approach which has to be followed. The first step is that these students have to be secure on school campuses and along those lines steps have to be taken, including metal detectors, to help to identify students that are bringing weapons to schools, so as to prevent violence on the campus.

In our situation, on February 17th there was a letter circulated by Reseda High School which demonstrated and documented that they felt there was a threat of weapons being carried on campus. Unfortunately, Michael, for Michael that was too little, too late. On February 22nd he was shot and killed. So, the first step is that there has to be something done, implemented to protect students in the environment before any bonafide education can take place.

Beyond security on the school campus the next step is that the more fundamental problems confronting our educational system have to be addressed and that will take money. Our educational system right now is in a downward spiral and that funds have to be allocated so that our educational system, particularly the public education system, can be improved. This will require a multilevel governmental approach and also a rethinking as to the education which teachers are receiving. In the testimony at the last hearing we heard that teachers are ill equipped to deal with the new and attenuated violence that they are seeing in the school and that something has to be done to pre-

pare these teachers for these problems which they are confronting. So, once again, we would advocate a two step approach. First, identification of the security problem and steps taken to eliminate the weapons from the school and, secondly, priorities to improve the educational process. We thank you for being able to testify today.

CHAIRWOMAN HUGHES: Senator Watson.

SENATOR DIANE WATSON: Just a question to the attorney on your recommendations. We have been looking at how to identify those youngsters bringing weapons and, as you know, several of the schools have electronic gates and so on. What other ways would you advocate us eliminating weapons from the (INAUDIBLE)?

MR. GRIGGS: I think that the steps which have been advocated, talking with schools and promoting of the breaking of the code of silence, educational programs where students are brought together in a forum and talked to and educated as to the need to address this problem and the setting of priorities. There are a lot of children which are afraid on school campuses. For example, at the last hearing we heard testimony from one administrator whereby students are actually carrying guns now, not because they would advocate violence, but only for self protection. And so, I think that what has to be done is a priority has to be set to identify that weapons have to be found and addressed and I think that we are also still equivocating on that. I understand the ACLU has recently decided that they are going to confront the decision that metal detectors are appropriate on school campuses. To my understanding, these issues were addressed a long time ago with respect to locker searches and that an individual, particularly a minor, has only a minor interest in privacy when it comes to school campuses and there is a public interest now in protecting students in light of the rising violence on school campuses.

MRS. ENSLEY: Also, Senator Watson, I just wanted to throw this in. Mothers Against Violence in the Schools, the organization that I am a part of, has taken this problem to the elementary school level, those that are getting ready to go into junior high. I personally have walked on campus and spoke to the children showing them, my son, showing them what resulted as a result of carrying guns (INAUDIBLE) and I was really delighted and overwhelmed with the response that I got. I had lines of children wanting to talk to me firsthand on what they could do, you know, because they see this. They see their brother, they see their father with weapons. What can I do to help? That kind of thing and I think that that would help.

SENATOR WATSON: Let me also, as I've been thinking about the problem, I suggest that we get metal detectors and I was on a school board way back (INAUDIBLE) but I was just thinking that we have laws that add (INAUDIBLE) when you're selling drugs within the parameters of the school or within the school catchment area, so many blocks from the school. We stiffen penalties for breaking the law within the school area and this is directed probably to the attorney, what would you think if we were to add some prohibition of having these guns within say a mile of the school (INAUDIBLE) and so on? Now, that pits us up against the NRA and (INAUDIBLE) which is our strongest opposition to trying to curtail the guns in our community. But, we have got to do something and we've got to do something drastic and dramatic. I cannot stand for another child to be killed.

MR. GRIGGS: Senator, I think that that would be a fine venture. Sitting in on the sentencing of Robert Hurd who murdered Margaret's son, Judge Gold from the bench gave a very long dissertation as to the problem being one of sentencing and in spite of the fact that Robert Hurd in cold blood shot Michael Ensley, that in reality he would be freed at age 25 and that this was not acting as a deterrent and so I think that the deterrent has to be in place to address the future violence that would be served in an appropriate measure. I think that would be a fine thing to do. With respect to the earlier question about what else could be done with respect to security, I think that one very fine idea is an 800 number whereby students can call anonymously and tip administrators when there is a gun on campus. And the other measure which came to mind sitting here was that perhaps locker searches could be implemented so as to identify and find these weapons on campus. Perhaps also...

CHAIRWOMAN HUGHES: How do we get past the ACLU on locker searches?

MR. GRIGGS: Well, we would have to deal with that particular point. There was case law many years ago which addressed this and the problem here was the expectation of privacy. So, my hope would be that the ACLU would rethink their position and identify that there is a great public interest in the security of children and that the right to carry a weapon should be limited by the right for a child to be safe on a school campus, particularly Senator, since the California Constitution mandates, one, that children should attend school and, secondly, that they are guaranteed to be safe on campus.

CHAIRWOMAN HUGHES: All right. Thank you very much. We have to move right along because we have to be out of here by 12:00. Thanks for coming up. All right. Now, we need to look at school violence and the big question about

whether it is in fact a gang issue. I would like for Bruce?, the organizer from youth gangs, next to come up with Marcus, Manual and Chris. Would you young men please come up (INAUDIBLE). Thank you. And, Bruce, as you approach the table, for the benefit of the audience, Bruce, would you tell us exactly what your program is, youth guidance and connection and what you do for young folks. I think you need to talk into the mike and push the button because we are trying to record the testimony. Push the button.

MR. BRUCE ?: Senator, we work with young people who are incarcerated in four county juvenile facilities here in Sacramento County. We run programs like anger control counseling and anti-gang peer pressure groups and parenting groups, self esteem groups. We run a life skills interaction group down in the Oak Park area (INAUDIBLE) are a part of. And, in addition to that, our biggest, the biggest part of our program (INAUDIBLE) come up with one on one adult volunteer (INAUDIBLE).

Senator, I also brought Bob Soto who is an probation officer from Sacramento County Boys Ranch.

CHAIRWOMAN HUGHES: Thank you very much. Marcus, Manual, Chris, I met you about a week ago and we had a chance to chat a little bit informally. I want to tell you I was very, very impressed about your level of insight and intelligence and I tried to pick your brain then and I'll try to pick your brain now because you are part of the answer. You are part of the solution and I think you have great insight and I want you to give us some of your wealth of knowledge and share with us some of your insight because I'm certain that you don't want some other young men to be in the kinds of pickles you found yourself in. Knowing what you know now, I want you to tell me anything that you would have done differently so that you would not have found yourself in this kind of situation. How do you think you could get kids off the streets, keep them in schools and once they are in school how can we keep them out of trouble? So, why don't we start over and tell me exactly what do you think brings about all of this violence? I'm going to ask all three of you to answer that question, what do you think brings about violence in the schools? How did you start? Say your name and then push the button.

CHRIS: Hi, my name is Chris. I think that what brings the violence to kids, it starts at home because they don't get no discipline or no counseling from the parents and no attention from their parents. I think they feel rejected, you know. And, they take another route. (INAUDIBLE).

CHAIRWOMAN HUGHES: But, when they bring the guns to school, Chris, yes,

it's going to get them attention from the school officials but it's also going to get them in trouble. Is that the kind of attention that you're talking about? Tell me what kind of attention are you talking about that you need and you don't get. Any of you jump in while Chris is thinking.

MARCUS ?: (INAUDIBLE) getting us into groups that would better help us instead of letting us run our own lives (INAUDIBLE). It's kind of hard when you don't have nobody (INAUDIBLE).

CHAIRWOMAN HUGHES: Can you give us a little bit of information about your background? What brings you to this point today?

MARCUS ?: When I was seven years old my mother was killed by my step-father because (INAUDIBLE). So, I grew up without parents and the only thing I had was my friends and a lot of my friends (INAUDIBLE). Now that I realize that (INAUDIBLE) bad idea (INAUDIBLE) that I'm trying to correct now (INAUDIBLE).

MANUAL: My name is Manual. (INAUDIBLE).

CHAIRWOMAN HUGHES: Give me a little idea about your background that brings you here today.

MANUAL: It goes back to when I was about six or seven when my mother was killed. After that it was like I never cared about anything. I started getting into trouble then and I was running with a gang in Los Angeles. Now that I'm matured more I realize that, you know, there is people out there that care and at first I thought there wasn't. Now it's like it has made me realize that people are trying to help me to make the right moves and (INAUDIBLE) they care about us. They want us to make something of our lives. Then I started thinking, another thing that made me think is I am practically wasting my life, my teenage life, and when I grow up, you know, I don't want my kids growing up like I was and I want them to be able to enjoy (INAUDIBLE) their teenage life (INAUDIBLE) kids grown up (INAUDIBLE).

CHAIRWOMAN HUGHES: Let me just go with (INAUDIBLE). How difficult is it to get away from the gangs (INAUDIBLE).

MARCUS: Well, I grew up in the Oak Park area (INAUDIBLE) mostly had my friends (INAUDIBLE) it's hard to leave, you know. (INAUDIBLE)

CHAIRWOMAN HUGHES: So that even if you wanted to leave, your friends are your gang. It would be difficult emotionally for you.

MARCUS: (INAUDIBLE) It's kind of hard to walk away from (INAUDIBLE)

CHAIRWOMAN HUGHES: Schools are not safe places (INAUDIBLE). You have heard the testimony of the previous witness who lost her son. Is it because

there are gangs in schools? I know you said the gang is like the family. What about someone (INAUDIBLE) who was not a member of this gang. Is it realistic because someone looks at you in a funny way that anyone would want to kill them?

CHRIS: There's a lot of people that are in the gangs because they are having problems at home or they are going through personal problems and they need somebody (INAUDIBLE) for somebody that has a parent (INAUDIBLE) go along with their lives they are not going to think about that, whereas most of us don't have that option. (INAUDIBLE) want what they have but the only way we have of getting it (INAUDIBLE) looks at us wrong or something like that (INAUDIBLE) our anger out on them instead of taking it out on the person (INAUDIBLE)

CHAIRWOMAN HUGHES: I heard someone say earlier that your parents don't seem to care about you, they don't seem to listen to you. I know that many, many parents don't have a lot of time to spend with you and is that the problem? Is it the time or is it what they say or you don't have a parent or whoever is in charge of you, you know, whoever is helping you run your life, whether it is the teacher or what have you. Why is it that, do you feel like you're in jail when you're in school? What is it about school that makes it an atmosphere where you feel that you could just break out? What is it about school? How could we make school a place where you wouldn't want to be and this kind of thing? Come on. You've got to say, you've got to say something. I want to hear what's going on (INAUDIBLE).

MANUAL: You know, it goes on respect. You know, a lot of people want respect. Nowadays you look at somebody wrong or you give them a smart remark, it's like I'm going to get my respect either way. So, you're going to do it by fists or you're going to do it with a gun, but you're going to get respect. That's all it is.

CHAIRWOMAN HUGHES: But, Manual, how do you know that someone doesn't respect you just by the way they look at you? Do you think I respect you?

MANUAL: Oh, yes.

CHAIRWOMAN HUGHES: Yes, well, how do I show that I respect you?

MANUAL: Well, you know (INAUDIBLE).

CHAIRWOMAN HUGHES: I do respect you.

MANUAL: Well, his is because you care. You are trying to help us out. You are trying to (INAUDIBLE) a solution for the community.

CHAIRWOMAN HUGHES: Well, how about these people in the schools? What

about the teachers? What about the counselors? What about the aides on the school campus? You know, they are the people who are paid to be in charge. How can we tell them to show you respect and yet their job is to boss you around. Their job is to say you gotta be at your second period on time, you've got to be here, there and the other. How do we teach them to do that job in a respectful way?

MANUAL: (INAUDIBLE) in junior high and elementary where after school instead of going out and getting trouble they are learning more by getting aid or something like that that's going to help them with a good friend instead of someone who is always getting in trouble because that's all that's left over out there after everybody else (INAUDIBLE) then there are just the kids that are on their own. Kids that are on their own. (INAUDIBLE) gang violence.

CHAIRWOMAN HUGHES: Manual, let me get back to you. If we said you could any job that you wanted in the school, what job would you take? But, the job that you had had to help with the eradication of school violence. What job would you like to have and what would you do on that job?

MANUAL: What job I would like to do is serve, help the community. I would be a counselor, you know. I know what point of view and how it is to live that life and I sure wouldn't want another teenager to live the same life as I lived because it ain't worth it. I would want to be principal. Everybody at the school looks up to him.

CHAIRWOMAN HUGHES: Or her.

MANUAL: Or her.

CHAIRWOMAN HUGHES: Okay.

MANUAL: I feel he can go around the classroom or in his free time he is in the office to talk to them because most of the students look up to the principal.

CHAIRWOMAN HUGHES: So, the principal is really the leader. Now, when I taught school, when they sent you to the principal you were really bad, okay. So, half the time I didn't want to send kids to the principal because I took care of them myself. I took care of them myself and we had this conversation or what have you to try to work it out. What would you do if you were the classroom teacher and you knew that a couple of guys were having a problem? You could see that there was something seething. What would you do if faced with that situation. You know that maybe at 3:00 or 4:00 Manual made up his mind he was going to get Chris. They had had words in class. What would you do to keep the explosion from happening? Yeah.

CHAIRWOMAN HUGHES: All right. Let's be realistic. All right. You know that you're going to leave today at 3:30, okay? And my class is going to be over but I know that you two guys have had some words and some bad looks at each other and I say to you, "I want you to stay with me a few minutes." What's the first thing you're going to say to me? You're going to say, "Oh, I'm not going to stay. I'm going. I have to go home. I don't have any time to deal with it." But, I care about both of you and I don't want you to hurt each other at 3:30. I don't want you to hurt each other at 4:00 and I don't want you to hurt each other the next day. Are you going to stay for me or do you think I'm just going to chew you out (INAUDIBLE) What are you going to do or what should I say to you? What should I say to both of you that will keep you from getting in trouble? You are angry with each other, you want to kill one another. What can I say to keep you from doing that?

MARCUS: Sit them down and talk to both of them and try to find out what the problem is and maybe come to a solution, you know, and get them some counseling or something.

CHAIRWOMAN HUGHES: Just giving you the time. I see, giving you the time. So, I as a teacher have to give more of myself. But, don't you have to give a little something to me too? Because I have a tough job, right? I have 35 of you in my class, 35 of you that I care about and I am responsible for each one of you.

MARCUS: (INAUDIBLE) the community (INAUDIBLE) 34 out of the 35 kids messing up so you just kind of push them off to the side and disrespect them (INAUDIBLE). Forget it, if nobody wants to help then I'll help myself (INAUDIBLE).

CHAIRWOMAN HUGHES: How do you know whether you picked the wrong friends or not, you know? You're new to the school and this is the first time you came into Hiram Johnson High School and you're from a different community and you're trying to find some friends. Okay? What do you look for? How do you know someone is going to be a good friend and is not going to get you into trouble? But the class clown may be a lot of fun and you're in school because you not only want to learn, you want to have some fun too. So, you say, hey, that guy has got the same sense of humor that I have, you know, he likes to say smart alecky things and that's what I did in my last school and I became the celebrity.

MANUAL: But that's where responsibility comes in if you want you education or do you want to joke around.

CHAIRWOMAN HUGHES: If you had it to do all over again, what is the biggest mistake that you made? I want each one of you to answer that. What is the biggest mistake that you made?

MANUAL: The biggest mistake I did is when I committed a crime. That changed me around and another thing was when I joined the gang.

CHAIRWOMAN HUGHES: Suppose someone says if you don't join our gang we'll beat you up? Some people will be forced to join the gang. How do you (INAUDIBLE) to join a gang?

MANUAL: That's when you discuss it with your family. There is family that don't have time so then the kids wonder, you know, my mother don't care, my father don't care. You know, they can't take a little bit of this time out to discuss this problem with me, then you know, why should I care? So then it goes back and you take that other road.

CHAIRWOMAN HUGHES: Chris.

CHRIS: Well, it was exactly when I started selling drugs and joined the gang and getting in trouble with the law.

CHAIRWOMAN HUGHES: All right, but when you smoke (?) don't you need a lot of money? (INAUDIBLE) find some of the things that you wanted (INAUDIBLE) prevent you from doing that today?

CHRIS: Well, when you're selling drugs, you know, you don't feel right. You know you're doing something bad and it's illegal and you have to watch your back 24 hours.

CHAIRWOMAN HUGHES: Did you take them yourself?

CHRIS: No.

CHAIRWOMAN HUGHES: No, you just sold them. You stayed in the business. But, if you took them yourself do you think you would continue to sell them?

MARCUS: No.

CHAIRWOMAN HUGHES: Would you sell them to your friends, someone that you really cared about?

MARCUS: (INAUDIBLE) I was taken away from my grandmother (INAUDIBLE) showing me the right way (INAUDIBLE). Finally got into trouble where I got mad at her (INAUDIBLE). My Aunt Carol, she was my legal guardian before (INAUDIBLE) very much time into my life. She kind of did everything on her own so I pretty much had to do everything on my own. I didn't have nobody to show me the right way so I learned (INAUDIBLE).

CHAIRWOMAN HUGHES: All right. Don Northcross, Ralph, tell us, what is your - oh, yeah. Yes. Okay. Thank you very much. Thank you, gentlemen for

coming today. You helped a great deal. If we make any changes it will be because you helped. Thanks, Bruce, for coming.

All right. You're a Deputy Sheriff. You pick up young people like this all the time. What does your Department do when you pick them up?

MR. DONALD NORTHCROSS: My name is Donald Northcross. I am a Sacramento County Sheriffs Deputy. Actually, I work with the young people in my job. I am a school resource officer. I run the OKAY program and I was asked to talk about school violence and is it a gang issue. And, I think that although gangs are responsible for much of the violence in our schools, I don't believe that we can simply label the problem as a gang issue. As a law enforcement issue and coordinator of the Our Kids (?) program, my job assignment is to work with the school and the students on a daily basis. From my experience a violent incident which occurs on a school campus that is gang related causes more concern and draws more attention than an incident which is not being related. However, just as in society at large, I have noticed that there are many students that are not gang affiliated who are less respectful, more vulgar, less tolerant of each other and more quicker to resort to violence as a way of settling their differences. Therefore, I believe that the increase in school violence is the result of many social ills of our society, such as violence and immorality on television, the breakdown in the family structure, poverty and, most of all, apathy in our community, to just name a few. I believe that many times we focus too much attention on the result and too little on the causes. I believe that while gang violence is a problem it is not the problem and until we deal with the problem, violence in our schools will not only remain but worsen as time goes on.

So, basically, I don't think that school violence is a gang issue. I think that school violence is a, gang violence is a part of it, of course, but it stems from a lot of social ills in our society and I think...

CHAIRWOMAN HUGHES: Can gangs be turned around?

MR. NORTHCROSS: They can be turned around but it is going to take a lot of effort on, at the grassroots level, you know, I don't know if we're really committed to it. And when I say we I mean people in the community, everyday people, I don't know if we're really committed to doing what it is going to take to turn it around.

CHAIRWOMAN HUGHES: What is it, what is it going to take?

MR. NORTHCROSS: It's going to take getting involved with the kids on an every day basis basically, every community organizing, setting up - I'll give

you an example, I grew up in a small town in Arkansas and there was always people in the community that had activities set up for the kids. A wiener roast was one of the most popular things we had on a Saturday night. But, what that did is it gave adults an opportunity to be around young people on a regular basis with a structured activity where they could monitor our behavior and we knew that they loved us because they spent time with us on an every day basis basically at least once a week. We had a big outing at the ball park and all the kids would come there and they didn't just send us down there to a community center where there was one adult. There were adults from all over the community that came out and they set up the game and they roasted wieners and they watched us play. And, when we got into an argument or when we said a curse word they said, "Hey, Northcross, come here. You know better than that. You can't say that." And, they taught us and that's the only way you can teach kids is to spend time with them.

CHAIRWOMAN HUGHES: But, a lot of adults are fearful of young people.

MR. NORTHCROSS: Yeah. We have to get past that point. And, I think when you start working with kids at an early age - I'm not talking about the 19 or 20 year olds that are already out there gang (INAUDIBLE) - I'm talking about the kids that are coming up now, the elementary kids and the junior high kids. You have to get to those kids at this point in their lives and you have to give them some structure and some love and let them know that you do care about them. And the way that you do that is by spending time with them. You can't simply say to a kid, "I love you. Go be good." You have to spend time with them. You have to be there and you have to hear them say the bad words. You have to see them get into the fist fights. You have to call them to the side and let them know you love them and let them know that you aren't going to tolerate that either. And, I'll tell you, I often hear people say wherever I go, and you have probably heard it too, I hear people say, "When I was a kid and I was down the street acting up my neighbor would whip my butt and send me home and my Momma would whip me too." And, that's true, but what we leave out is that that neighbor that whipped your but down the street was the same neighbor who set up that wiener roast for you, took you on a hay ride or took you to the fair. That was the same neighbor that cared about you every day and you knew that. So, I suggest to people, if you don't, if the kid doesn't know you care about him and love him then I suggest you don't try to whip his butt because you will have a problem with him. And, whipping his butt may be an extreme but to even try to correct him, you are going to have problems with

that kid. But, if that kid knows that you love him, and the way that you do that, I'll tell you right now, we're going to have to take some time out of our busy schedule. I'm as busy as the next man but I realize this a (INAUDIBLE) problem and we're not going to find something that is going to turn it around over night. I told you the detectives in the schools is a good idea but that's not going to turn it around over night. Nothing is going to turn it around over night. What's going to turn it around is when you establish this type of interaction with these kids over a period of time, a year or two or three years, then you are going to instill some values in that community again. You are going to give these kids instructions and guidelines and when adults refuse to give kids structure and guidelines and rules under the umbrella of love, then the kids make up their own rules and I think that's where we get the gangs from. They've made their own rules. They've made up their own boundaries basically because adults have refused to give them to them. And, we have to get busy. We have to spend some time out of our busy schedule to let these kids know that we love them, let them know we support them, we believe in them, but we're not going to tolerate drugs, gangs, teenage pregnancy and poor education.

CHAIRWOMAN HUGHES: All right. Senator Watson.

SENATOR WATSON: You are representing law enforcement.

MR. NORTHCROSS: I am a law enforcement officer but I am basically here today representing just myself.

SENATOR WATSON: Right. You're a law enforcement officer.

MR. NORTHCROSS: Yes, Ma'am.

SENATOR WATSON: In the Los Angeles area law enforcement has been part of the problem and I don't have to get into the details of it. What can law enforcement do not to be part of the problem but part of the solution? And, as I talk to young people I find that their treatment at the hands of law enforcement adds to the provocation for them to do violent acts. Can you respond?

MR. NORTHCROSS: Yes, Ma'am. You're absolutely correct. Law enforcement has a tremendous responsibility to change the image and basically the way that we have conducted ourselves, especially in the minority community.

CHAIRWOMAN HUGHES: All right. One example is, I understand that they are trying to eradicate all this cruising that is going on here. You used to cruise right here in front of the capitol building. They eradicated that. Now they are cruising on Broadway and now they are trying to disperse that so

young people feel that they can't cruise, that nobody wants them to have any fun. What can law enforcement do as they move cruising from one area of town to another area of town, they feel that no one cares, so then what do we do?

MR. NORTHCROSS: Well, I don't know, you know, the community as well as law enforcement has got to deal with the cruising problem. I mean, we have to do what the community is asking, as well. But, to answer your question about what law enforcement can do to change the way we are perceived by especially young people and especially people in the minority community basically, is some of the same things that we are doing right here in Sacramento County in the Sheriff's Department, particularly in the African and Black Deputy Sheriff's Association, and that is to get out into the community. This program, the OKAY (?) program, basically is run by law enforcement officers where we spend time with the kids. Each officer in the Association is assigned to two or three boys at a particular school, African/American males.

We, I wrote this program to try to reverse the grim statistics that African/American males are facing - homicide rates, high (INAUDIBLE) rates, high school dropout rates, poor academic performance and things of that nature. But, I have assigned each officer approximately two or three boys in this particular school or in this particular community where they monitor the students' grades and their citizenship. Every two weeks we get a progress report on these kids. At the end the officer will go, will respond to the school if the kid is having a problem, talk to the teachers for the kid, talk to the student to counsel him. At the end of each quarter the kids who have done what we asked them to do - the officers ask the kids to bring all their homework assignments to class each day, bring all of their school materials to class, have good attendance and follow the classroom rules. And, if they do that then they make a step in the program and they advance and there are four quarters in a school year so that's four steps in the program so at the end of each quarter the kids can make a step and once they make a step there is a tangible reward. The officers have fund raisers. We raise money to take these kids to ball games. We just came back from Disneyland last week, as a matter of fact. Disneyland is the ultimate reward for the kids who make all four steps in the program.

We work very closely with the schools. We have study hall for these kids every Saturday. The officers pick them up. We take them to Rancho Arroyo Sports Complex. They study for two hours. We provide tutoring for the kids. We feed them lunch after they finish studying and then we play basketball with

them and we swim with them and we are there to face this kid when he gets upset with another kid for fouling him and wants to fight, "Hey, you can't do that. You come here and sit with me until you decide you can go back in this game and play without fighting." So, these kids know we love them and we don't, the reason they know we love them is because we spend that time with them. We will raise the money that we have to to give these kids tangible rewards or incentives to go to school and do well. We will go to that school when that kid has a problem and talk to his teachers, whatever is necessary. The kids know that you love them and then when that kid knows that then you can say to him, "You don't do that, you don't say that. Here's another way to deal with that problem." And they will listen and I have heard here other people talk about the parents being out of the house. That's nothing new. We have more of it than ever before, perhaps, but that's nothing new. I grew up in Arkansas. There were parents that weren't in the house but there was some person, some adult down the street that was willing to step up to take more responsibility for that kid and spend time with that kid. That's what's missing in our society today and until we get back to that we can make all the laws we want, we can search everybody, but the problem is still going to be there until we get back to looking out for these kids and letting them know that we love them and once that is established then we can set some rules. We can give them some structure and some guidelines that these kids are starting to go by and it's not going to happen over night but that's something that we have to do.

CHAIRWOMAN HUGHES: Thank you very much.

MR. NORTHCROSS: You're welcome. Thank you.

CHAIRWOMAN HUGHES: Next we have to hear from Roy Johnson, the Board of Directors, California Teachers Association. Lola Gomez, Community Liaison, Grant Joint Unified School District, and Steve Araajo, State President of the California School Employees Association.

MR. ROY JOHNSON: ...the Shasta County Office of Education Court School programs in Redding. I am here today representing California Teachers Association of which I am a member of the Board of Directors. In my capacity as classroom teacher I come in daily contact with students who are on the outskirts of hope. While I teach in the rural north, my students are wards of the court from all over the state. In the '92-93 school year I had in my classroom 123 different students from around the state. Every one of my students was emotionally, physically, sexually abused. Most were alcohol and

substance abusers and from dysfunctional families. Many are identified gang members with criminal histories.

I have taught for 22 years. The first 12 were mainstream elementary, the last ten in special education/court school programs. The last two years I have served as a mentor teacher in the Shasta County Office of Education High Risk Area. Additionally, I serve on a local youth gang violence task force. I am also a trainer for CTA in the area of gang intervention. CTA has developed training programs for teachers in several areas of at-risk student behavior. We provide these training sessions to teachers from all over the state upon their request.

In my training experiences I have seen that the issue of school violence is uppermost in the minds of many teachers. They are concerned about it not only from the point of view of safety for themselves and for their students, they are also concerned about the long term effects of violence upon our school system and our society.

You have asked me to address the specific question of whether school violence is a gang related issue. While I believe that this is most certainly a gang related issue, I further believe it goes far beyond the gang situation and permeates several segments of our social structure. We have seen examples of race related violence based on racial intolerance, hate violence based on prejudice toward a variety of different individuals simply because of their differences, violence related to vandalism, violence related toward parents by their children or by parents to their children. Every workshop I have conducted from Moreno Valley to Weed, Richmond, Fairfield, Eureka, participants ask whether or not school violence is gang related. Issues of dress codes, dressing down, hats, hangers, bangers and slangers are addressed. Tales of assaults, drugs, weapons have replaced gum, spitwads and note passing as major concerns.

When asked to testify at this hearing CTA staff provided reams of incidents from around the state. When a student at my local high school was stabbed recently I questioned motivation. One of the students involved was heavily tattooed with the numerals and moniker of his set, his hood. The other student was wearing colors of his set, his hood. Was it a gang issue, environmental or societal issue? Students, parents and school administration all denied that it was gang related. Does it matter? It was violence in the school, and violence should never occur.

When student's families move to the suburbs or even to the rural areas,

all too often the mean street attitudes are brought with them. Often students' rap sheets are thicker than their (INAUDIBLE) folders. All too frequently there is no indicator of violence until after an incident. Urban, suburban or rural, violence is not adequately monitored nor is information shared. In my wife's district I know of a third grader bringing a gun to school for sharing. Another student built a bomb. Another girl threatened a teacher with a lock blade knife. All went unreported to local law enforcement agencies until the teachers complained.

CHAIRWOMAN HUGHES: Was this in an urban or a rural school?

MR. JOHNSON: It was a very rural setting.

CHAIRWOMAN HUGHES: Very rural. So, we need not just stigmatize urban areas as being the only areas where this happens.

MR. JOHNSON: Absolutely not. I do workshops all across the state and most often I do them in the rural north and the concern is just as heavy in the rural north as it is in the urban area.

CHAIRWOMAN HUGHES: What is the commonality that you see when you look at the violence among the students, among young people that stretches from the urban areas south to the rural areas of the north to suburban areas, wherever they are? What is the common factors?

MR. JOHNSON: I think the common factors are dysfunctional families. Children on the outskirts of hope, poverty, drugs, unemployment.

CHAIRWOMAN HUGHES: How do you prepare teachers, you know, to face what they have to face in the classroom? I mean, you are a trouble-shooter. You go out to a school district, to a school, after there has been some violence. How can we in our teacher training institutions, how can we in our community prepare new beginning teachers who have always wanted to teach, people who hopefully love children and want to be engaged in teaching just because it is a wonderful, wonderful profession, how do you keep them hopeful, optimistic, and how do you tell them how they get inside of students? You know, half the time you just have their cumm folders which may give you some information but you don't really know what is happening in their household. How do you do that?

MR. JOHNSON: I think we have several different areas we have to address here. One is the teacher education situation and most teacher education programs are geared toward pedagogy, not dealing with interpersonal relationships, with behavior management, with the problems that a teacher is going to be teaching in societal dysfunctional families the way the kids are coming

into the school totally unprepared. We can strengthen teacher education programs to make them more aware. The California Teachers Association is stressing this because of the need through the at-risk programs that we are taking to our members.

CHAIRWOMAN HUGHES: What kinds of courses should we be injecting into the teacher training program that are not there now? We have a lot of pedagogy, a lot of how to things, what is the other part that we don't have? We know how to teach math, we know how to teach reading, we know how to teach science. We know how to, we have all the how to. What is it that we don't know that we should know?

MR. JOHNSON: I think the areas that we do not spend enough time emphasizing are the interpersonal relationships, the self esteem, crisis intervention, behavior management, the every day workings of being a human being.

CHAIRWOMAN HUGHES: If this is a multi-cultural state, we come from many different countries, many different backgrounds, and we come from a home, we come from a home that has certain kinds of biases and certain kinds of prejudices. You are fearful of blacks, you are fearful of Asians, you are fearful of Hispanics because they look different from you. So, your fear means that you are not going to relate to these other people in the classroom and if they say anything to you you are going to be on guard and your being on guard causes some of this friction. How do we keep people from being fearful of one another?

MR. JOHNSON: Well, I think that diversity has to be addressed in a multi-cultural curriculum, the differences. And I think that's the role of the public schools. We take all persons, we don't ask what the qualification is to come to the public school. I, myself, was adopted twice and educated by the public schools to get out of a low income welfare situations. Students that I work with today are literally from every racial group, multinational, several different languages and it is the ongoing awareness of learning and appreciation of culture and history of the various groups that is going to help us overcome a lot of the problems. That is coupled at the same time with diminishing resources. Everything is cut back. How do we add more programs at the same time our resources are being cut back and our system cut back?

I would like to address a couple of points. Students with violent histories are often transferred to classrooms and the unsuspecting teacher has no knowledge of the propensity toward violence because of the lack of information in the records. The training programs that we have put together I

believe in these areas in our schools now, where training in areas of teenage pregnancy, adolescent suicide, HIV, gang intervention and trying to develop our own training programs and awareness programs working with these students. I think there are several key factors. One, we believe in prevention and early intervention. We have to start early. Violence prevention is most effective when it begins in early childhood. Issues of bonding and attachment are paramount. As we prepare our students to be parents we emphasize some of these things in our instruction.

The recent Carnegie Council Report on Adolescent Development, titled Fateful Choices, states that, "At the earliest stage violence prevention begins with good healthy care for mother and child, minimizing violent behavior within the family, stimulating the development of nonconfrontational skills in language and behavior."

Don't accept violence within the school setting. One of the things we can do is simply not to accept violence. Not accepting violence means addressing community norms that condone and even promote violence. Research shows that by the time American kids are 18 years of age they have witnessed 26,000 murders on television alone.

Teach alternatives. Teaching students conflict resolution is one vehicle for reducing violence. This can be done in many settings besides just our schools. Several after school youth programs can contribute significantly to what is taught in the classroom.

As previously stated, behavioral management crisis intervention are the teacher of the 90's survival tools. Networking with local service agencies, law enforcement, community organizations that can provide alternatives to youth gangs and violence are essential.

Groups such as Dads in Touch in Redding are examples of communities working together. Night basketball leagues in urban areas are beginning to expand into suburban and rural areas. Coordination, coalition and resources help address the problems of violence.

Violence in schools should be treated as we have treated child abuse. Make it illegal not to report incidents. I think one of the major concerns that I have as an individual and member of the California Teachers Association is that so often incidents of violence are simply not reported.

CHAIRWOMAN HUGHES: How do you get around I'm a principal of XYZ school and I want to be promoted or I'm a vice principal. That will count against me. That will ruin my career, you know, and so I withhold this information.

How do you encourage people to report things, you know? And the teachers know that it happens in the school but the administrator is not going to report it because they don't want to be looked at as being an inefficient incompetent administrator. What do the teachers do in that school district?

MR. JOHNSON: I think what we are faced with is a situation where (INAUDIBLE) program where the school is in denial and, as I suggested, one of the areas that we need to address (INAUDIBLE) incidents of violence, incidents of bringing weapons on campus should be treated in the same fashion as child abuse where it is against the law to [not] report that incident. You are required to report that incident. We have seen that in child abuse we have addressed that very adequately. I don't know of a teacher who is not in fear of her credential that they know when they are addressing child abuse that they absolutely go in and make those reports and I think that's what has to be done with weapons and an act of violence on campuses.

CHAIRWOMAN HUGHES: You said that another problem was that you get a student and there is a lack of information because some of the records are not adequate. You don't know if the student comes from another school and they have a long history or something. What kinds of things would you not have sealed in the record or have unavailable to teachers so that the teachers could be alert and aware of this kind of thing occurring?

MR. JOHNSON: You asked what I would not include?

CHAIRWOMAN HUGHES: Yeah. In other words, you know, everybody seems to think that the child needs a second chance, all right. They are going to a new school and it is going to be their new lease on life. But the new teacher and the new school has a right to know if this student has a past history of something, they might do it again. What kinds of information would you say is absolutely necessary for the new school to have on this student?

MR. JOHNSON: Besides the standard information in the cumm (?) folder, I would say that a student that has committed an act of violence against another student or against school personnel, the next school should know that, should know that there is a history there. And, I am not talking about cussing out a person. I'm talking about someone who has assaulted, someone who has tried to intimidate and threaten or brought a weapon on campus. I think that we have to balance the right to privacy with the right to have a safe school environment and I don't think there is any doubt in this room that we have to provide a safe school environment and we cannot do that without knowledge of students' propensity toward violence.

CHAIRWOMAN HUGHES: Our next witness is Lola Gomez, Grant Joint Unified School District.

MS. LOLA GOMEZ: I am Lola Gomez, Community Contact person for Highland High School and I have been at my job for 18 years in the same community and school where I am also a community member and I do know what is going on in the community plus what is being carried on at the school. And also, as a classified employee some of the things that happened this year at our school site, some of the concerns that I as a parent, as a grandparent, as a community person, and also as a person that works at that school site. I have seen an increase of gang activity, more fights this year, people (INAUDIBLE) saying that they do belong to a gang, even if they're wantabes or not being able to (INAUDIBLE) their picture and say that they claim this territory.

Of all the years that I have worked in the school system this (INAUDIBLE) and wanting to have some backup from someone out here in all of these counties say we need more people so we are able to deal with this on a personal basis instead of looking at something where kids are carrying weapons onto the campus. I feel that the kids that were sitting here today were telling you something that is very, very important. I (INAUDIBLE) homes and see (INAUDIBLE) of these lives are. I know what these kids are carrying on their backs when they come to school that are inside that classroom. These kids today are asking for help from people that care (INAUDIBLE).

CHAIRWOMAN HUGHES: Should we be encouraging teachers to go to homes so that they understand the students that they have? Would you encourage that teacher to go to the home of the students that they have sometime during the semester or is this an unreasonable request?

MS. GOMEZ: I don't think anything is unreasonable. I think even if it is once a week. They did it in elementary school. It was important for that teacher to come into that home.

CHAIRWOMAN HUGHES: Well, I have heard some cases where some administrators have discouraged their teachers from home visitation because the administrator has said to some of the students, some of the teachers, "Yes, do the best job that you can in the school and call the parents to the school, but we live in a very dangerous community. I don't advise you to visit." What would you say?

MS. GOMEZ: I have been making home contact for 16 years and I have been in some pretty bad homes. I have only had one incident where I was locked in by a gentleman and I am thinking, I have a beeper. How am I going to use my

beeper? But, I have had enough experience to know what I needed to do and that was (INAUDIBLE). But, and I am a woman. I have seven children. I have 13 grandchildren and I have an extended family of three that I am raising in an environment that (INAUDIBLE). And then, you have to have that teenage (INAUDIBLE). I am also a high school dropout and the school system brought me back in to allow me to see, to know what my kids needed in order to graduate from school. I have never had any of my kids incarcerated because they (INAUDIBLE) mothers and fathers. And that today is our dysfunctional family. Not the kids that only have one parent (INAUDIBLE). The dysfunctional family is the one that has a mother and father. So, this is what our kids are looking at. (INAUDIBLE). There is nothing wrong. What is wrong with the administrators going into the homes (INAUDIBLE). Do you have to be a lay person to have feelings? Are we saying that if you are not a parent you don't have feelings? Are we talking about teachers not being able to go and see that child at home? Why haven't you been in school? I make home visits on why they haven't been to school and, guess what, some of them don't open the doors but the next day they are at school because I was there. I said, "You know, you've become Mrs. Gomez' kids." Which I have a lot. I have an office where they can come during the school day, you know, even if they are trying to avoid a class. But, there is something wrong there. We need that interpersonal, that personal relationship with the kids that (INAUDIBLE). We don't know that they're coming from an environment that they don't have mothers and fathers. They are living with grandparents, foster homes, whatever. (INAUDIBLE) live with them on the weekends. I know what broken homes are and because we are classified employees I heard some comments saying that classified employees (INAUDIBLE). So, that's your main sources, support system (INAUDIBLE). I have brought kids into my home. I have (INAUDIBLE) the night overnight. (INAUDIBLE) for a while. But, what is wrong with that? We do need that. (INAUDIBLE) As the teacher said earlier too, we need those interpersonal programs. We need the ones that are the multicultural awareness part. I think the biggest point that I see, I have students (INAUDIBLE) in the Sacramento area who are teenagers going to school sites and talk to the elementary kids on peer pressure and I am looking at the kids sometimes and when they leave these classrooms after a half hour presentation (INAUDIBLE) plus these kids live in the same neighborhood so they have to live up to what they are telling these young people. (INAUDIBLE) at an advantage and I am saying this program is going downhill because of lack of funds. Give me a

break. Our teenagers are the role models for our elementary (INAUDIBLE). These are the kids (INAUDIBLE). They need the buddy system. Our young teenagers need to feel important whether (INAUDIBLE). If they have someone to look up to them the responsibility, feeling important, and they can do that right in their own community with peer support. To me, I think that (INAUDIBLE) some of your answers right there. The only thing is that you (INAUDIBLE), well, they are out of class today. You can work those programs (INAUDIBLE).

CHAIRWOMAN HUGHES: Senator Watson.

SENATOR WATSON: There are some people (INAUDIBLE) in a personal relationship and I was thinking (INAUDIBLE) what we need to do is change the curriculum. (INAUDIBLE) that not only, talk about pedagogy, not only is (INAUDIBLE) more important than that. And that is to teach these youngsters to start working with each other in knowing how to solve problems. Since you were a dropout (INAUDIBLE) teacher, what do you feel? If you looked at (INAUDIBLE) in terms of (INAUDIBLE). What would you do starting with (INAUDIBLE).

MS. GOMEZ: Number one, and I might have to (INAUDIBLE) and I am looking at the little faces of the elementary schools (INAUDIBLE) not taking drugs and doing drugs when I know that these little ones in elementary school, their parents are the ones that are doing drugs, selling drugs and these kids are living that life.

How can you tell them that that's wrong? So, my number one solution would be is start that parenting (INAUDIBLE) to teach the kids that maybe their parents are not doing the right thing inside that home. And I think our elementary level all the way up to high school, (INAUDIBLE) mandatory in high school also. And, kids don't know what the word moral is. They are not afraid to share with you their sexual experience the night before. They are not afraid (INAUDIBLE). It is their every day vocabulary (INAUDIBLE).

CHAIRWOMAN HUGHES: (INAUDIBLE) Steve Araajo, State President, California School Employee Association.

MR. STEVE ARAAJO: My name is Steve Araajo. I am President of the California School Employee Association and I am a classified employee with the El Rancho Unified School District in Pico Rivera, L.A. County. My classification is School Peace Officer. As a Peace Officer assigned to a high school campus in a predominantly Hispanic community, I have spent the last 14 years battling school violence.

At El Rancho we have been successful in curbing violence on campus over the past five years. This can be attributed to the Board of Education of our District in that they refused to deny that a problem had existed and that they began to approve programs to prevent school violence.

On campuses throughout California students are bringing instruments of violence to school every day. I have myself confiscated knives, razors, screwdrivers, ice picks, chains and even guns. A lot of these incidents did not involve gang members but middle of the road and even above average students.

How does this relate to school personnel? Quite a few incidents involved intimidation and terrorism of instructional aides in the classroom, as well as on school buses with bus drivers and even in our school cafeterias, classified employees are being threatened for carrying out school policies.

Earlier I spoke of El Rancho's success in curbing the violence. Unfortunately, a majority of our school districts statewide are not as successful. The two most effective methods that El Rancho has implemented have been a long standing dress code and our school police department.

Many school districts throughout the state have attempted to form or bring on board some type of law enforcement presence; there are noon aides, proctors, campus aides, security departments and in some cases, police departments. The problems are still occurring in each of these districts because there are no standards, provisions and policies for school districts to follow in using law enforcement to help fight school violence. In addition, this has created additional problems for the district in that these employees are putting themselves and those that they are hired to protect in danger because of little or no training.

Only recently has there been any movement to even try to train school police personnel with Penal Code Section 832.2. There are current school district employees attempting to combat school violence without any previous and/or current training. They are working without proper guidance and direction in the procedures that need to be followed in order to identify potential violence or dealing with violent situations and protecting students, staff and district property.

If we are going to effectively attempt to curb school violence we must begin by providing the proper tools to our schools. There must be standardization throughout the state to regulate, guide and implement either security or police departments on our campuses. The state must take a proactive role

in providing mechanisms to ensure that each district complies with creating a safe learning environment for the students, staff and community.

In closing, I need to tell you that although we have been successful at El Rancho, it remains a daily battle for control. Right now the school controls violence, but tomorrow violence could control the school, and that's with a strong, proactive program in place. Now look at those schools that do not have any method of control and imagine the fear that runs rampant in those halls of education.

CHAIRWOMAN HUGHES: All right. Tell us about dress codes. What are you saying happens at El Rancho?

MR. ARAAJO: At El Rancho we began, or continued the dress code, first let's go back further. At El Rancho we have a unique situation in that a large majority of our staff participating in classified administration are alumni of the District and have come back to our own schools to work. We have adopted that. That is our school and we take a personal interest in the school. I graduated in 1972 and there was a dress code back then. The dress code is still (INAUDIBLE) today in 1993. The dress code is one that is probably the most stringent in Southern California. There are no caps allowed at all, whether they be school caps or any baseball caps, athletic caps, male or female. There are no cutout belt buckles allowed so gang members can identify themselves. The colors blue and red have been eliminated, shoe laces, red shoe laces, so we don't get into a Bloods and Crips situation. We have taken the particular approach that any kind of dress is inappropriate if it causes any disturbance or a reaction. It is inappropriate and they are sent home. We have an in-house behavioral program called (INAUDIBLE) where we don't suspend students but they are kept on campus (INAUDIBLE) separated from the normal population of students. That has been very effective against (INAUDIBLE) so that is a deterrent to them for not causing problems. What the dress code has done in my high school, (INAUDIBLE) high school district, is (INAUDIBLE) gangs, Hispanic gangs. I have children where their fathers were with gangs, their grandfather was in the gang, and their great grandfathers were with the gang, and so if the child does not join the gang they are in the gang because of where they live. If you walk onto our campus today you will not be able to identify a gang member because of the dress code.

CHAIRWOMAN HUGHES: All right. Were students involved in the adoption of the dress code or did they, and how long has the dress code been in force?

MR. ARAAJO: The dress code has been in force, I have been in the school

since 1972. The dress code has been developed by not only the administration with the help of the school police department, security department back then, the Board of Education and the student councils. There has been a total buy-in by the entire (INAUDIBLE) and definitely has helped curb a lot of violence on campus.

CHAIRWOMAN HUGHES: All right. Some school districts in different parts, I don't know if there are any here in the state, but different parts of the country, are having uniforms. Do you think that uniforms would help?

MR. ARAAJO: No, I don't. Children have to be able to be allowed to be creative and through our dress code that ability to be creative is still there and they can dress they way they want. Our focus is to take away the image of the gang members and that everyone is equal on that campus and has an equal right to an education. So, those things that we take away point out to a person that they have a potential of being a person labeled as a trouble maker.

CHAIRWOMAN HUGHES: What do you think your, is the secret of your success?

MR. ARAAJO: The secret to our success, again, I say is the buy-in by everyone. I live and work in the same community. I have children today that show me the equal respect that I show them as a peace officer. Senator Watson talked about the problem in L.A. with the law enforcement image. That image does not exist on El Rancho campus (INAUDIBLE). Today the situation occurred in L.A. of children surrounding (INAUDIBLE) and I sat there in conference and took away their anger and helped them to understand. Most of the things that occur at El Rancho are that type of one on one consultation, talking. We don't consider ourselves police officers (INAUDIBLE). The officer spoke earlier about showing the love and you have to treat a child with respect. If you treat them the way that you want to be treated that's the way they are going to, in turn, treat the educational system. I look at students on campus and I don't (INAUDIBLE) and I have helped a lot of students that have had track records that go back to elementary with having trouble with law enforcement and have been incarcerated. But, I don't treat them like criminals. I treat them like I would want to be treated myself. That is my major (INAUDIBLE). They don't consider us (INAUDIBLE). We are not the enemy. They know that they can come to us. They know if they get in trouble they are going to pay the price. The price may be a suspension, the price may be a lecture, the price may be arrest but they do accept (INAUDIBLE) been arrested, (INAUDIBLE)

years later says, "Mr. Araajo, do you remember me? You arrested me three years ago." And I say, "How did it turn out?" (INAUDIBLE) I learned my lesson. And you don't hear that all the time. You always hear the negative side of law enforcement on campus.

I am here to tell you that law enforcement is greatly needed on campus but only with the proper training, regulations and guidelines so it can be effective. You can't just put a department onto a campus and turn it over to the school district and say, "Okay, run it." (INAUDIBLE) administration that don't have a law enforcement background (INAUDIBLE) because they will come onto your campus with the attitude of the street cop that you are dealing with criminals all the time. Children are not criminals and children have to be treated a different way and that's why (INAUDIBLE) specifically trains school police officers to deal with juveniles. (INAUDIBLE).

CHAIRWOMAN HUGHES: All right. What is the most common weapon that you find in schools? You told me of a variety of weapons that you confiscated. What is your most...

MR. ARAAJO: The most common weapon is a locking blade knife. That causes most of the problems because they run anywhere from three inches, to four inches, to five inches of blade length. When they are closed they are the same size. The problem occurs that on the streets (INAUDIBLE) on school grounds the law says (INAUDIBLE). The children do not understand this. I have found in our campus that the most common weapon is the locking blade knife.

CHAIRWOMAN HUGHES: All right. A lot of parents have guns in the home. How do you prohibit, what is the best way to prohibit students who feel in fear of their life from taking their parent's gun?

MR. ARAAJO: I have a prime example for you. I personally disarmed a student on campus with a .38 revolver. This was not a gang member. (INAUDIBLE) brought a weapon to school for protection from (INAUDIBLE) He felt that on the way home (INAUDIBLE) might have some problems so he went into a locker where his father had a .38 weapon and brought it to school. Although it was not loaded and there was no ammunition he had it in his waistband. And, I asked him what he was going to do with and he said, well, if they showed after school (INAUDIBLE) and I explained to him (INAUDIBLE) and he realized the severity of his mistake. We brought the parent in and had (INAUDIBLE) the parent just didn't know what to do but realized (INAUDIBLE) and they have now gone into counseling and are dealing with that. We do take

away guns on our campus. One aspect (INAUDIBLE) is that we have removed the lockers from the campus. The children now have book bags to bring their books or carry their books in and it wasn't solely because of weapons in the lockers. It was because a number of students were leaving home without books. (INAUDIBLE) leaving them in the locker (INAUDIBLE) We felt that, the District felt that if they eradicated the lockers, (INAUDIBLE) bring them back.

CHAIRWOMAN HUGHES: Do you think the district should consider not having closed lockers or just having stalls for students to put things in?

MR. ARAAJO: It has been effective for El Rancho. We have a system (INAUDIBLE) in my 14 years have both come from students (INAUDIBLE) because they saw it. And that again comes from (INAUDIBLE). Anything that can allow a student to access someone in the administration (INAUDIBLE) law enforcement (INAUDIBLE) Children will talk. (INAUDIBLE) But, then again, you have to also as an adult respect that confidentiality. (INAUDIBLE)

SENATOR WATSON: (INAUDIBLE) question for Mr. Johnson. Also, Mr. Araajo (INAUDIBLE) You were talking about the dress code. It has been my observance over the last couple of decades that teachers are no longer a role model to young people. I have gone on campuses and teachers look like gang members. They have lost the professional look and when I was a school board member I complained about it. How can students, they come from dysfunctional families as we know. But what can we do so teachers again will be persons that our children will look up to and that they extend a positive and constructive behavior toward?

MR. JOHNSON: I have not confronted that situation personally because I (INAUDIBLE) all the time and wear a coat and tie every day. I would say that that is a local issue and that each district has to address their dress code within their district policies individually in there. I do believe in dress codes, believe in standards, believe in modeling the behavior that I want in my students. I am (INAUDIBLE) staff that works together very closely and meet together, (INAUDIBLE) administration and teachers all the time to talk and discuss what our standards are. We work as a team. (INAUDIBLE) curriculum, discipline, it is a team approach.

SENATOR WATSON: Let me just interrupt you for a minute. My concerns at the school are (INAUDIBLE) difficult when you talk about a dress standard. What do you think (INAUDIBLE) to organize (INAUDIBLE) in Los Angeles or Sacramento, wherever, in trying to raise the level of the dress code for teachers. We could be running into a buzz saw. (INAUDIBLE).

MR. ARAAJO: That is not an area that I really have addressed and the contracts I've looked at have never addressed a dress code for teachers. I am not sure. I have never dealt with that particular problem. (INAUDIBLE) comes down to attitude. I'll speak for El Rancho only. There was not a written dress code for staff but we have a principal who monitors very closely if someone comes on campus inappropriately dressed (INAUDIBLE). They also have to change their attire. And, an example is we had a substitute that came running in late one morning and had thong sandals and short, short pants that got sent back to change into slacks and dress shoes to be presentable in front of the students. It was handled very appropriately with a lot of tact, integrity and didn't cause a problem. And, it just is a matter of peer pressure within our staff at El Rancho and we want to provide the best possible foot forward for those students. It's hard for us to go to the students and say, "That's inappropriate", if the student cannot say to us "No, that's inappropriate." So you're correct in that that attitudinal base needs to be changed and I think suddenly and I think that you will find that a lot of it doesn't have to be contractual but just a matter of survival and good common sense.

CHAIRWOMAN HUGHES: (INAUDIBLE)

MR. JOHNSON: I have to speak from personal experience on this because it is not something I've dealt with as a policy issue. In the districts that I've worked in - I've been in five different districts in my 22 years - all of them held a pretty high standard. I don't remember it ever being in writing. I don't remember it ever being an issue in the five districts that I have dealt with...

CHAIRWOMAN HUGHES: Have you been in L.A. Unified?

MR. JOHNSON: No, I haven't. But, I do believe that educators and all of the education community are role models for students. I think that's very important.

The other point that I wanted to make that Steve made earlier on the dress codes, I think more and more districts are looking at dress codes and not specifically outlawing red or blue, looking at clothing that is not disruptive to the school environment. I would assume that the staff would fall in that category.

CHAIRWOMAN HUGHES: All right. Thank you very much for your testimony today. Now, our last three presenters, John Schnobel from Lindhurst High School, Don Ortero, instructor from Mira Loma High School and James Rucker,

District Hearing Officer, Sacramento City Unified School District. Would you introduce yourselves?

MR. JOHN SCHNOBEL: I'm John Schnobel from Lindhurst High School.

MR. DAN ORTERO: I'm Dan Ortero from Mira Loma High School of the San Juan Unified School District.

CHAIRWOMAN HUGHES: And I guess you are Mr. Rucker ??. All right. Violence in the classroom, how do we handle it? What ??

MR. SCHNOBEL: I'd like to change the subject ?. Our situation at Lindhurst High School is really different that what you hear described here. Basically what we had happen in our school is that a nonstudent came on campus with a shotgun and started shooting people which is different than student to student or student to teacher violence ??. And so, I am really talking about a very different thing than I think these two gentlemen...

CHAIRWOMAN HUGHES: All right. The experience that you had was trying to keep your student calm. Right?

MR. SCHNOBEL: The experience I had was having all of sudden noises like firecrackers going off and then coming into contact with students who had been shot and then it was basically a matter of finding out where the gunman was and then removing the students from the building as safely as possible.

CHAIRWOMAN HUGHES: Well, what did you do? What did you do besides panic? You didn't, you didn't really panic because you were able to cope with it. What do you think the school should have done to avoid the situation? I had some of your colleagues testify earlier and they talked about the precautions they are taking on campus. Do you think that's sufficient? Do you think that the school is sufficiently safe enough now and then the question that I asked the previous teacher from your school, would you feel that you had to be more cautious in giving a grade to a student because of future reprisals?

MR. SCHNOBEL: To answer your first question, I think we have done a lot of things. We have installed a better working relationship with the Sheriff's Probation Department. We have always had pretty good relations there but I think we are much more conscious now. We have installed a security person at the front gate more for community relations than it is to really secure ??. Teachers and staff members are much more aware of strangers on campus and activities going on around them in an area. Many of us are very aware of, our staff room faces out on the entrance to the school and we tend to be very alert to who drives in and I think there have been a number of steps taken to

try to reduce, but in essence, to stop what happened to us is probably impossible. Essentially, on any campus any person who wants to come on campus with an armed weapon, even if you had an armed guard out front, you would have one dead armed guard and then you have (INAUDIBLE) school. I mean, unfortunately, for the type of violence we had I don't know how you would prevent it except by working with the community to try to get people to find other ways to deal with violence than to exhibit it, and maybe to work on counseling sessions and say, "These are other approaches to solving problems other than taking up a gun and shooting."

CHAIRWOMAN HUGHES: Do you have any kind of metal detectors in your school? Is there anything to prevent one of your students from bringing a weapon onto your school grounds? You've got all of this other protection from intruders. How do you know that one of your students isn't going to come on campus with a (INAUDIBLE) weapon?

MR. SCHNOBEL: We don't have metal detectors. Our school is set up with basically two entrances, one for a student entrance and one for a staff and visitor entrance. The campus is not in a single building but multiple set up and we do not have metal detectors. We have had almost no violence student to student and student to teacher...

CHAIRWOMAN HUGHES: But, that doesn't mean that there is not a possibility that you could have some kind of violence. What do you think you should be doing, I mean, you protected yourself form the violent intruder. All right? Do you think, as you listen to this testimony and you hear about the different kinds of violence in the community, do you think that Lindhurst should be doing something to protect the students from each other with some sort of weapons, something coming onto that campus? What is to prevent, what do you teach?

MR. SCHNOBEL: I teach social science.

CHAIRWOMAN HUGHES: Okay. All right. What is to prevent a student in your classroom from bringing the parents' gun to school because they feel threatened or they are angry with someone and they just want to scare someone with a weapon and a weapon is enough to scare any of us, okay, whether it has a bullet in it or not. What precautions is your school taking? Are you going to go back after this hearing and say, "We, colleagues, we need to look at how we should be protecting because the enemy may be right here. It may not be the outsider who graduated three years ago or ten years ago. It may be right here." Are you going to, is this raising your level of consciousness? I

don't mean to frighten you but, you know, I really wonder if you feel that you are really safe now.

MR. SCHNOBEL: Are we really safe now? No. And we have, I think, tried to develop a relationship with our students where they are willing to act as informants, if you want to use that term, on people who have weapons on campus and I think our good relationship with most of our students is our best protection. They seem to know who has a weapon, who might have a weapon, and we have encouraged students and have a pretty good program to get students to keep other students from doing violence to our school. We have been successful at that in the past and is it possible a student could come on with a gun on campus the first day of school? Absolutely. I don't think metal detectors are going to work on our particular campus because of the way it is set up. I think the best thing to do is to get community action and student action in informing us and the community of any threats.

CHAIRWOMAN HUGHES: Very good. All right. Mr. Ortero, what about Mira Loma High School?

MR. ORTERO: We at Mira Loma, because of the recent cutbacks, the elimination of the (INAUDIBLE) positions and other cutbacks, we have a large number of kids that are coming in (INAUDIBLE) not getting the proper attention. Kids who are victims of sexual harassment or who are themselves perpetrators of sexual harassment, kids involved in drugs or other activities, violent incidents. One of the big problems that we have at our school is that the layout of the school makes some buildings particularly isolated from the main part of the campus and the lack of a viable community system, a lack of intercoms or telephones, makes teachers particularly vulnerable to incidents of violence. We had a case where a teacher from his classroom observed two off campus young men, they were in the process of stealing a car radio. Because he didn't have a way to communicate with the administration, no phone, no intercom, he found it necessary to go out and confront the two young men who, in turn, jumped in their car which had no license plates, and tried to run him over.

My daughter who is also a teacher and she teaches in a classroom in high school, had an incident where a student became very aggressive and unruly, a large student. And she is pregnant and a female and feels particularly vulnerable at this time. She had no phone, no intercom, so she tried to get the student to go to the office, report to the office. The student called her a bitch and other obscenities and refused to cooperate. She was in a very

difficult situation. She was going to try to send another student to get an administrator but actually finally the student did leave. He didn't report to the office. He probably just went home or whatever. But, she continued to have a problem with the student after that even though she wrote a (INAUDIBLE) and the student continued to be a problem. He would come, he would not report to class, he would be outside the classroom visiting with his girlfriend. She would try to get him to go into the classroom and he would use obscenities and so on. Administrators didn't look at the problem for about two weeks. Finally, she talked to the administrators and she pleaded with them and finally got him suspended, not removed from the class, but suspended.

CHAIRWOMAN HUGHES: All right. What happens when the student is suspended? They cannot come to school for X number of days, they are out on the street. They are out on the street or they are at home unsupervised. What does that solve or does that really provide an opportunity for them to get into some devilment? What do you do?

MR. ORTERO: One of the problems that we have, as all of you are aware, with the cutbacks we have fewer options. Some of these kids that are emotionally disturbed, that have serious problems, that have been involved in acts of violence, they assaulted a student, whatever, it's never really talked about. In many cases there is no place for these kids to go. You could put them in on-site detention if the school has that. You can, I don't know what else. There is no psychologist to treat these kids. There is no special classroom for the emotionally disturbed kids. So, you either send them home or else you put up with them in the classroom and have a disruptive class. The options are not many and they are not good.

CHAIRWOMAN HUGHES: All right. What is the solution to the communications problem that you talked about? There is no way for the teacher to communicate with the office and there is probably only one main office to begin with and on a campus like yours, you say there are many different buildings. How can teachers communicate with each other to help one another?

MR. ORTERO: I think that in an age of communication it is appalling that many of the schools do not have a functioning intercom system and they do not have a phone. There should be a phone in every classroom. There should be an intercom in every classroom. You should be able to communicate with another teacher. You should be able to communicate with the administration. For a young teacher that is out there in the boondocks, way out there and has a serious incident like that, it puts her at risk and it puts all of her stu-

dents at risk. And, it is, I think it is something that needs to be addressed. I think it should be a requirement that all of the schools, all the classrooms and other public facilities should have a communication network.

CHAIRWOMAN HUGHES: All right. You know that we're going through great budget problems now. There is not enough money. Where are you going to find the money to provide an effective communications network so that we keep campuses safe? Any suggestions as to where we might get some funding?

MR. ORTERO: Well, in our particular situation we have had a contract with the Natomas School District to provide education for a number of their students until they have a high school built to provide their own facilities and we have an influx of about 400 students at our school. The money that was generated from ADA for these students over and above the money that has been used to provide transportation, additional instructional needs and so on, is over half a million dollars. We figure that a communication network that we're talking about that would take care of these particular needs would cost in the neighborhood of $45 thousand so in my case, I am not talking about, I think the funds are there if they just decide that those monies should be released and that we should have priority. I think it's a very high priority item and I think there are areas where you could cut back a little to provide that at a very minimum.

CHAIRWOMAN HUGHES: Mr. Rucker, you are a District Hearing Officer in Sacramento Unified School District. We just talked about what happens when you suspend this young person, what does that solve. You deal with truancy and expulsions. Does it work? I mean, if after the serve their time out of school and they come back to school, then what?

MR. JAMES RUCKER: Well, the state Education Code states that you can expel a kid for a length of time, maximum of two semesters. Minimum is one semester. After that he has a right to return back to your district and you place him in an appropriate academic program. And, at this time of budget cuts, we have cut one of our continuation schools, we've cut our opportunity program for seventh and eighth graders, those students end up in the regular comprehensive program. And, we have to, it's one thing that I think we need to realize. Some students cannot be in a comprehensive elementary, middle and high school and you have to have an alternative form because they are coming with emotional problems, they need counseling, they need therapy. They are coming from homes with a whole lot of problems and they just go into regular school and they create problems. In our District what we are doing now is we

give adjustment transfers. You move them from one school to another and hope they will change. But, you don't have a program for them and you throw them in a classroom of 30 kids and we have today, kids need alternatives. Some of them just can't be in a regular setting.

We are aware of violence that plagues our society and it also filters into the schools. NBC did a report two weeks ago that said nine to fourteen year olds, there was an increase in violent crime in nine to fourteen year olds nationally by 40 percent. These students filter into a regular school system. That's elementary and middle school age. Schools, like everywhere else in our society, do not live in a vacuum. Violence has filtered into our schools and permeates all segments of the educational institution. All persons with a vested interest in education from children, parents, teachers and administrators are affected by the daily assaults, robberies, extortions and drug related offenses that take place in our schools. This disturbing rise in violent crimes committed on the grounds of the Sacramento City Unified School District is typical of violence committed in other urban districts throughout the state, as well as the rest of the nation. Expulsions in our district have doubled from last year 1991/92 to 59 for '91/92 to 92 this year. For assault it went from '91/92, 26 violations to 50 this year. Possession of weapons went from 36 to 43 this year. Possession of drugs went from nine to thirteen. Our suspension rate has doubled for assault and violent weapons on campus, has doubled. Elementary school in '86/87, assaults were 896. In '91/92 it was 1,994. Weapons went from '86/87 from 52 now to 119.

CHAIRWOMAN HUGHES: What is the average age for the students that you're talking about.

MR. RUCKER: Elementary is kindergarten, the average age of most of them is...

CHAIRWOMAN HUGHES: No, I mean where you have the greatest number. I know what the grades are of the elementary school. Where did you have the most violence? Is it in the fifth grade, sixth grade or what...

MR. RUCKER: In elementary it is going to your fifth and sixth graders.

CHAIRWOMAN HUGHES: So, you are talking about 11 and 12 year olds.

MR. RUCKER: Eleven and twelve years. In middle school our assault rate went from '86/87 from 773 to 1,255. Weapons went from '86/87, 52 to 113. In high school '86/87 assaults were 598. It increased '91/92 to 649. Weapons went from '86/87 from 52 to 83. In six years the rate of students re-entering our District from state and county juvenile institutions has increased from

569 in 1988/89 to 1,200 during the 1992/93 school year.

CHAIRWOMAN HUGHES: All right. What do you think the reason for that is? Is the increase due to lack of counseling services or what do you account for this tremendous increase?

MR. RUCKER: Part of it is crime has increased. These students did not commit most of these crimes in schools. They committed these crimes out in the neighborhood. Like the report said on NBC, the nine to fourteen year olds are unsupervised now. They are out in the street late at night unsupervised, living with grandparents. The parents are either in jail or on drugs. No one is supervising these kids now and these kids do filter into our schools. There is no supervision and also they talked to several police law enforcement agencies on that report throughout the country and they said that these kids have no respect for authority. They talk to them any kind of way they want, they don't listen to them and they eventually have to arrest them because they respect no authority - policemen, teachers, parents. In my office nine, ten, eleven, twelve year olds talk to their parents like they're wrong and they tell them what they are not going to do and what they are going to do.

CHAIRWOMAN HUGHES: All right. But, you know, did you hear the young gang members who were here? They say that adults don't respect them? So, is it a two way street? I don't know.

MR. RUCKER: Adults have to respect them and I know in some cases there are where adults push young students to the corner but I always remember when we were coming up, no matter what they said we did not retaliate. The parent is supposed to be the advocate or the guardian for that kid. If he feels he is being mistreated by any adult in any system, law enforcement or schools, an adult deals with an adult and he should tell his parents to be the advocate or tell his minister that he is being misused, but children do not deal with adults and talk to them any kind of way. There is no excuse for that in this day and age and you have to tell those kids, "I am your advocate. I am your advocate. If you feel you are being mistreated I will go deal with those adults and you are not supposed to get out of line." Because, when we were coming up we wouldn't. But, there is no guidance there, there is no direction there for kids. And then our system, because I had some recommendations. You see, the District has to stop promoting kids on social and age reasons because we are sending kids to seventh grade reading second grade levels because they are 12 and 13 years old because of there were some problems in the elementary school. They can't read the history book, the geography book, so what do they

do? They fight, disrupt or leave so we need to stop moving kids on for age and teach them the skills that are necessary so they can survive when they get to (INAUDIBLE) Because they are going to be problems in your schools and a lot of these are kids who do not have the academic skills to survive.

Then we have to have educational programs relevant to careers and survival skills that explore ways to strengthen the linkage between business community and educational institutions. We have to increase the availability and accessibility of alternative educational programs such as re-entry programs for students leaving these juvenile institutions so they can have a transition back into that school. Many students of those juvenile students get out in November. We are nine weeks into school. If you throw them into the regular classroom they are behind and they cannot survive and they cause problems and we end up having to have hearings on them trying to get them out of your school.

Another thing, we need to restructure the social welfare system so that low income households will have goals beyond collecting a monthly paycheck. They need to learn skills, they need education so their kids will not be the next generation on welfare but educated to have the skills to get a job.

And, lastly, parents must be encouraged to participate in the educational process to a far greater extent than present. Now, we have Magnet programs that require so many hours of volunteer work, preschool requires so many volunteer parent hours. That should be it. Every student...

CHAIRWOMAN HUGHES: Yes, but what about the parent who has five or six or sometimes more children in a single parent household, where do they find time to volunteer to help in schools? How, I think it's fine when you talk about two parents in the household but you are talking about many single parent households where the parent depends on the older children to help care for the younger ones. How do you volunteer to help when you don't have anyone to help you? It's ideal, what you say, to volunteer and be involved, or can you develop some programs where you can bring your small children with you to (INAUDIBLE).

MR. RUCKER: You could have them bring the child. They could even just collate a newsletter. They could do it at home. Calling other parents for meetings. I mean, they don't have to actually come to school. They can do some of these things in their home. If they could find time, if it's three hours in a year, I'm quite sure (INAUDIBLE) bring them and help coordinate a carnival or some fundraiser. There are activities that they can bring their

kids in and the parents could volunteer no matter if they are a single parent or working. They do have some hours in the day. And that's important. They need to spend time and follow their child as far as the education, so that's helping them with their child to show that they care.

CHAIRWOMAN HUGHES: Any closing remarks any of you want to make?

MR. SCHNOBEL: Yes, I'd like to just agree that the solution is in the community, not in the school. I mean, you can bring metal detectors, etc., but until you get the parents and students working together you can't solve it.

CHAIRWOMAN HUGHES: All right. Thank you and let me tell you a necessary ingredient in the community. It's not just your friends and your neighbors who live on the street or live on your block. It's also that local grocer who takes your money when you get your check to buy your groceries. They should be reinvesting in the community that keeps them alive and well. So, business people, if they want your business, they have to reinvest in the community too and hopefully they will give the kind of financial support and the encouragement and make opportunities for young people to get jobs during the summertime or when they are off from school and not to be ripping off from the community that they make the money out of. I thank you all so very, very much. This is a very difficult problem that we are attempting to solve but I don't think we can take enough precautions, not enough precautions to protect our most precious jewels, our children. Thanks also...

MR. ORTERO: There were a couple of remarks that I wanted to conclude with.

CHAIRWOMAN HUGHES: Sure.

MR. ORTERO: One of the things that we're concerned with is that sometimes administration doesn't seem to be in touch with the reality of the classroom. One of the recommendations or an idea that I would share with you is that maybe administrators should (INAUDIBLE) they would be more in touch with some of the problems (INAUDIBLE).

Another idea that I would share with you is that the students need to be more accountable for their actions and that schools need more leverage to deal with students that don't do the appropriate things. We have (INAUDIBLE) committed acts of vandalism where the teachers and administrators felt that the students should not go to the graduation ceremony. They trashed the school. They broke windows and did some serious (INAUDIBLE) graffiti that was racially charged and the parents (INAUDIBLE) go to the Board of Education

(INAUDIBLE) a lawsuit and the Board of Education said that you must graduate those students, they must go to the graduation ceremonies. And, in a case where you have clear evidence that the students were involved in those things (INAUDIBLE) accountability.

Another thing, what several different people mentioned here is that we get a lot of students in the classroom who have committed acts of violence and other (INAUDIBLE), serious acts and teachers and administrators are not aware of these kids (INAUDIBLE). We need to know the students who have committed these things. There shouldn't be any laws of confidentiality that put any teacher or any student at risk. (INAUDIBLE) the bottom line.

Finally, there is the possibility that students who commit acts of violence or are involved in other (INAUDIBLE) incidents should be denied a driver's license until the age of 21. That's some leverage we have. Nobody is using it. I know there were some other things but I don't have the statistics (INAUDIBLE) effective. One thing (INAUDIBLE) is the driver's license. Thank you.

CHAIRWOMAN HUGHES: You're absolutely right (INAUDIBLE).

MR. RUCKER: There is a law in California in the Ed Code. If a student is on probation the school district has to be notified. If the student committed an assault or caused injury to another person, the teachers that have that student must be notified that he was convicted of that. Now, I don't know how it filters down into the teachers once it gets to the school but in our District it comes to my office, I send it to the Vice Principal and he is supposed to call in those teachers that have that kid that this kid has been convicted of committing assault or causing injury and they need to know. But, that's the law that's already in place.

CHAIRWOMAN HUGHES: Thank you all so very much. This is just the second in our series and we will be taking this show different places. Thank you.

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